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However, the cases of abnormality of function, which constitutes a psychopathic condition in the child, are less well understood. Since abnormal mental functioning may occur at any mental level, there may be many delinquent cases which measure up to all of the standards of a general intelligence test, but which exhibit marked psychopathic tendencies when other means of diagnosis are employed.

It is the psychopath who has not deteriorated but has a normal level or even, as many of them have, a superior level of intelligence that constitutes a great social problem. Such a psychopathic child has all the skill and ability of the normal person but without any control or any regard for the social conventions; consequently he yields to his deeper and more primitive impulses: becomes a thief, a liar, a sex pervert or other troublesome person. In short, he is not fit to be loose in a community; and society cannot tolerate him. Consequently he is arrested and brought into court, but not being feeble-minded, nor insane as the law recognizes insanity, he is only *bad* and therefore subject for punishment [p. 41].

Dr. Goddard gives a careful discussion of the psychopathic child, explains some of the tests which are used for discovering such a condition, gives numerous examples of such cases, and suggests proper treatment.

Declaring that the problem of juvenile delinquency is solvable and that the "hit-or-miss guess work procedure" of the past can be replaced by a scientific method of treatment, the author proposes a program of attack. A chapter entitled "The Schools' Opportunity to Prevent Delinquency" makes a vigorous plea for a better socialization of its pupils on the part of the school.

The book accomplishes three things in a most effective manner. First, in presenting the work of the Ohio Bureau of Juvenile Research, it outlines a plan for dealing with the problem which may serve as a guide for the organization of such work in other states. Second, it gives a discussion of certain phases of the psychology of delinquency which will be of interest and value to all serious students of this problem. And third, it demonstrates the complexity of psychological analysis which many workers with intelligence tests have assumed is all too simple. The book should be widely read.

G. T. BUSWELL

State school surveys.—With a view to providing more adequate support and securing more effective administration of public education, a number of states have recently made radical changes in the school code. In practically all of the other states, some more or less fundamental reorganization of the scheme of operation of the school system is under consideration. In planning revisions affecting the organization or administration of state school systems, comparative data from the experience or present conditions of other states similarly situated are not always accessible; hence state school-survey reports at this time will be received with unusual interest. Because of the rather extraordinary problems faced by the school authorities of southern states, a

peculiar interest will attach to the reports¹ of two state surveys recently made by the General Education Board.

The method of investigation and the presentation of the survey report are in the two cases very similar. The legal basis of the system is carefully analyzed and its provisions rather definitely related to the practices and conditions which are taken account of by the survey staff. Typical counties and cities were visited by members of the staff and a study made of the physical plant, the teaching force, the achievement of pupils in school work, and the financial support of the schools. The report describes the conditions existing, draws comparisons between these schools and other state systems in certain particulars, and submits a number of recommendations relating to both legislative provisions and administrative practice. In the case of North Carolina, the legislative enactments resulting from the survey are printed with the report.

The outstanding impressions given by the reports are that these two state school systems are poorly endowed for the work they are expected to do, that they have attempted to operate under serious administrative handicaps, that both supervision and teaching are woefully ineffective, and that in each case a very much greater burden of taxation will have to be assumed by the state at large before the educational opportunities within its boundaries can be raised to the level of the average for the United States as a whole.

In Kentucky, it is noted, for example, that while 50 per cent of the rural schoolhouses have been erected since 1908, all are unfit for school purposes because of poor planning, cheap construction, and lack of care. The state, therefore, faces the immediate financial problem of completely rebuilding its rural school plant. The situation in the cities is, with few exceptions, only slightly better. Forty per cent of the buildings for white pupils were constructed before 1890. The report suggests the abandonment of the majority of these. In most instances completely new facilities for colored students are regarded as necessary. Rural and urban schools alike are without sufficient space for any reasonable provision for play. Again, the present low level of teachers' salaries and inadequate facilities for the training of teachers call for a considerable increase in the appropriations if instruction and supervision are to be improved. Assuming that the present state distributive fund for rural and city schools is doubled, it will still be necessary for county school taxes to be increased 50 per cent and city district taxes more than 30 per cent in order that the per pupil expenditures for current expenses may be raised to that of the country-wide average. To meet the immediate necessities in the way of additional buildings, grounds, and equipment for teacher-training institutions the survey committee recommends an appropriation of \$650,000. For increased current expenses of teacher-training in 1922, it is estimated that \$175,000 will be required. These appropriations, in addition to the present annual budget, will provide for only the most pressing needs.

¹*Public Education in Kentucky*. Pp. ix+213. *Public Education in North Carolina*. Pp. xiv+137. New York: General Education Board, 1921.

In North Carolina, where great improvement is noted in public-school buildings erected within recent years, it is asserted that three-fourths of all the rural and city schoolhouses now standing should be replaced. At the time the survey was made the annual per pupil expenditures for capital outlay and for current expenses were each less than one-third the country-wide average. To bring the public-school system of this state to an average plane would then involve at the least a very rapid replacement of a large proportion of its present physical plant, an increase to three times the present amount in the annual outlay provided for the normal growth of the schools, and a like increase in the appropriations for current expenses.

As a means of evaluating the work of instruction in these state systems, certain standardized tests were administered to representative groups of pupils, and the progress of pupils through the elementary schools was noted. In both states it was found that the achievement of pupils on the tests and the rate of progress through the grades were considerably less than the established norms. The data concerning the training and the salaries of teachers reveal another phase of the backwardness of the schools surveyed. The reports include detailed accounts of the prevailing units of control, the organization of the state department of education, the courses of study, and the enrolment and attendance of pupils.

About one-fourth of each report is devoted to a discussion of the remedial steps which should be taken to correct the undesirable condition described. Better school organization and administration, higher standards for teachers, and better school support are urged in both cases. The general recommendations presented in this part of the report are in keeping with recognized practice in other states and are distinctly appropriate. Certain objections may, however, be made to the plan of submitting specific recommendations as to the details of the revisions suggested. For example, the survey staff very properly insists upon a modification of the Kentucky salary schedule to take account of successful teaching experience, the allowance for experience to vary with the amount of professional training. But for the outside experts to specify the monthly salary of the teachers holding a given grade of elementary-school certificates—though the suggested schedule may be reasonable for the present—may prove an obstacle to future progressive legislation.

In general, the reports indicate a careful and adequate study of school conditions in these two southern states and provide a valid basis upon which to plan for obviously needed improvements. Both the procedure and the discussion of the findings of these investigations will prove suggestive to authorities in other states who are facing similar problems.

N. B. HENRY

Marking systems.—One of the difficult problems in educational work is that of distributing marks to members of a group tested for any particular purpose. Numerous schemes of marking and of distributing marks to indicate